

# **Examiner's Report**

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**June 2011**

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This report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the Examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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## CONTENTS

Entry Level Certificate

Mathematics (R448)

EXAMINER'S REPORT

<b>Content</b>	<b>Page</b>
R448 Entry Level Mathematics	1

# R448 Entry Level Mathematics

## Administration

Thank you to all those centres who correctly administered the new tests and ensured that the required samples along with the correct paperwork were sent to the moderator at the right time. A small number of centres were sending their entire centre's work to the moderator. Please remember that centres must wait until they are notified by email and then send their sample to the moderator with the moderator's copy of the MS1.

There were a significant proportion of centres whose paperwork was incomplete or unsatisfactory in some way. Please send both the moderator copy of the MS1 and the Coursework Summary form (available from Interchange) to the moderator with the sample. It is also necessary to send only a single copy of the Centre Authentication Form (CCS160) with the work. Without this document final awards may be delayed. Centres should note that only one signature per teacher involved is required, not one per candidate.

All correspondence with the moderator will be through email initially. Please ensure that the email address given to the board is regularly checked. It is also essential that deadlines are kept to for all correspondence with the moderator if results are to be issued on time.

A greater concern to moderators is the significant lack of the adherence to administrative procedures by a number of centres. A large proportion failed to check the accuracy of marking and the recording of final marks for assessment on the MS1 was poor in a number of cases. Moderators also noted that a number of centres seemed to be using only one version of the Assessments. Whilst this is acceptable, it may be disadvantaging a proportion of candidates. Centres are reminded that candidates should attempt two versions of the In Course Tests and the better result for each component, of either version, should be submitted. Centres are also reminded that the candidates should attempt each version of each test once only.

Centres have taken on board the fact that papers are now available to download from Interchange. Please check that when papers are printed all pages are present when given to candidates. It is also important that centres ensure that when oral responses are given by a candidate that teacher **signs** the candidate's paper in the appropriate place.

## Marking

The marking seen by all the moderators seemed to show a general adherence to the mark scheme. However, there was a minority of centres where the mark scheme seemed to be incidental rather than central to the marking.

The moderators found that markers made many arithmetical and clerical errors and for some centres a lack of consistency across papers. This seems to indicate that a number of schools are not carrying out a sufficiently rigorous internal moderation process to eliminate marking mistakes, totalling errors, transfer of mark errors and recording errors.

As for all coursework tasks done in school, it is important that centres have in place a method whereby marking is checked for accuracy and consistency and candidates marks are checked for clerical errors before being submitted to the board. In the long run this will cause both moderators and centres fewer problems.

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